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ABSTRACT

The second of a three-part report on vocational education for handicapped and disadvantaged students in Alabama focuses on the training needs cited by 500 vocational educators. It is explained that questionnaire results identified nine cluster areas, including the art and science of teaching special needs, development and use of special materials and curricula, reading instruction, interpersonal skill development, information on special resource material, and development and use of individualized instructional materials. Results are reported separately for six service areas (including agribusiness education, distributive education, and home economics education). Recommendations are made for content and format of inservice and preservice education. (CL)

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TRAINING NEEDS:

An Analysis of a Statewide Survey of Vocational Educators in Alabama Who Work With Disadvantaged and Handicapped Students.

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January, 1977

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This study was supported in part by a mini-grant from the University of Illinois.

Special Needs Coordination Unit: Report #1

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This report was made possible through the cooperation of the Alabama State Director of Vocational Education and his staff, and the hundreds of Vocational Educators who responded to the survey questionnaire.

The comments, analyses, interpretations and recommendations of this study may not necessarily reflect the opinions of the supporting agencies or program.

A note to out-of-state readers: Caution should be used in generalizing the implications from this study to agencies and programs outside the state of Alabama.

SUMMARY

Based on an analysis of the responses of Vocational Educators in Alabama with regard to their training needs for working with students who have special needs, a series of 9 cluster training areas were identified. Included here were:

1. The art and science of teaching special needs.
2. Development and use of special materials and curricula.
3. Developing Interpersonal skills.
4. Teaching reading skills.
5. Information on special resource material.
6. Training in motivational technology.
7. Using experienced teachers as trainers (a process need).
8. Development and use of individualized instructional materials.
9. Teaching math skills.

Recommendations were made for the formating and the content of both preservice and inservice training.

FOREWORD

Perhaps your first empression after reading the title of this report was to say "Oh no - not another one of those survey reports!"

Well don't feel too badly about this state of mind, because that's the way a lot of people feel about studies that analyze data. All too often the analysis of a survey turns out to be a pedantic exercise, demonstrating the statistical, charting and tabular formating skills.

If you find yourself agreeing with this statement, you probably belong to a group called the Dataphobes.

A dataphobe is an individual who realizes that it is essential to translate data into practical reality, but often becomes so lost in the maze of charts, graphs, tables, statistical symbols and a host of data related manipulations, that he often quits before the true meaning and implication of the study is realized.

On the other hand a Dataphile is an individual who views the massaging of the data in statistical and tabular format almost as critical as the implications of the study.

This report is written with the dataphobe in mind, and while adhering to the rigour of information analysis, the report is designed to provide a systematic analysis without a lot of traditional statistical and arithmetic manipulations and displays.

For the dataphile who may be offended by the apparent lack of scientific rigour in the presentation of this information, please be assured that the raw data and the tabulated data is available in a more precise format, upon request.

INTRODUCTION

How it all began .... in the beginning ....

In the Summer of 76', through the cooperation of the State Director of Vocational Education and the State Supervisors for each vocational service area, a period of time was set aside at the Vocational Education summer workshops to provide a brief overview of the concerns for special needs programming in vocational education. In this same time period a brief questionnaire was distributed and completed by the vocational educators.

The questionnaires were distributed to all of the educators and not only those specifically assigned to work with students who had special needs. Approximately 2,000 questionnaires were distributed, and approximately 500 were completed and returned.

Who Needs Another Study? ... or Why?

A recent General Accounting Office (GAO) study reported that "vocational educators are not being afforded the opportunity to acquire the skills and abilities necessary to work effectively with the handicapped in vocational education ...." so why do we need a survey to document what a more comprehensive study has already concluded?

The specific purpose of the survey in this report was to go one step beyond the GAO study and to identify some of the characteristic problems that vocational educators encountered in the educational programming of special needs students. The study, in addition, attempted to characterize the types of training and the resources needed by vocational teachers. It should be noted that the needs expressed were based on the teachers perception of what additional training or resources would enable them to more effectively and efficiently meet the special needs of their students. A sample copy of the questionnaire used in this study is presented in Appendix A.

Is That All There Is ....?

No. The real intent and outcome of this study was to provide a foundation or a base from which to:

1. Start developing the preservice, the inservice and the continuing education programs for vocational educators, or for any other personnel who provide for the special needs of students.

2. Identify strategies and procedures to provide the vocational educator with the necessary resources to perform adequately in providing services to students with special needs.

If these two primary objectives are to be treated realistically, what better way to start than to have a field oriented response? And that is exactly the why of the survey questionnaire.

ANALYSIS: TRAINING NEEDS

Putting it all together ...

If you have looked at the sample questionnaire in Appendix A, you would have noticed that the survey questionnaire was presented in an open-ended format. Although this format allowed for considerable flexibility in response, it also made it more difficult to analyze. So here's how we did the analysis.

First, all the responses to one question were analyzed by identifying keyword or key phrases used in each of the responses. For example, in the question regarding training needs the term "individualized instructional materials" triggered a key phrase, and any of the responses to this specific question which used this term or a similar phrase were grouped together. Each of the keywords or key phrases were written on an index card, and these cards were then sorted into groups of related statements.

In some cases the keyword or key phrase statements clustered about some central theme. For example, key phrases like: interpersonal skills training, some type of counseling skills, a better understanding of the students problems, and better communication skills appeared to cluster around a general theme, let's call it, "the affective domain."

The statements in each group, either an individual group or a cluster group, were then reviewed and an all encompassing statement was written so as to centralize and capsulize the

essence of all the statements in each group. These encompassing statements then become the basic building blocks for our overall analysis.

Here's an example of an all encompassing statement developed from the question on training needs. This statement is a composite of a large number of similar sounding or keyword statements: "The statements in this grouping identified a need for small group training sessions for the teachers using leaders or teachers who have had success in working with special needs students. This procedure was recommended rather than that of providing the teacher training responsibility to university related coursework or workshops."

Now let's complicate things a little ...

The analysis procedure is rather straightforward to this point. However, six separate service areas (Home Economics, Agribusiness, Health Occupations, Distributive Education, Trade and Industrial and Business and Office Education) responded to the questionnaire, and although there was a significant overlap with regard to type of needs expressed, there were also basic differences in the patterns of responses between the service areas with regard to the priority of these needs (as interpreted by frequency of response), the number of needs expressed, and in some instances needs that were characteristic of only one service area.

In order to provide as much information as needed to develop and implement teacher training programs for special needs, the responses were analyzed not only on a cumulative basis but also independently for each service area.

The following sections of this chapter have been identified for reader usability. Not everyone wants to read everything. The headings are reference to the location of the specific analysis. Please note that for each of the service area analyses with regard to problems, training needs and resource needs that a notation proceeds each encompassing statement (N = 1,2,3,...). This notation represents the number of responses that were reported for that particular statement.

Training Needs: Page

Agribusiness Education 7

Business and Office Education 8

Distributive Education 10

Health Occupations Education 11

Home Economics Education 13

Trade and Industrial Education 16

Training Needs: A Composite of Statements from all Service Areas 17

The following statements are based on a response to the question: "What kind of training (through workshop or other kinds of educational programs) can you identify that would enable you to work better with disadvantaged or handicapped students or adults?"

TRAINING NEEDS
AGRIBUSINESS EDUCATION

N=7 The largest category reflecting training needs focused on workshops or courses on how to work with the handicapped and disadvantaged. Several of the respondents stressed the need for practical workshops on methods and techniques for teaching the special needs student. This category was also reflected as a priority in the other service areas and was titled: "The Art and Science of Teaching the Handicapped and Disadvantaged Student and Adult".

N=7 A significant group of responses clustered around the need for workshops in specific curricular areas, for example: Curriculum development workshops in carpentry, electricity, masonry, small and large engines. Additional requests were for workshops on what kinds of projects could be taught to the special needs groups and how to prepare and present this information at their level.

A Typical response by the Agribusiness teacher included a focus on the learn-by-doing approach: "They do better when they are doing creative jobs that they can do themselves."

N=4 Training in the affective domain was considered a critical need. Included here were: A better understanding of special needs problems, communication and developing better interpersonal skills.

N=4 How to motivate the special needs student was a training need expressed by several respondents.

N=4 This category reflected the teacher's need for help in teaching reading and in teaching math.

Each of the following training needs was identified only once in the teacher responses:

Need a workshop on program planning.

Need a workshop on how to deal with behavior.

Need a better understanding of the whole program at State level.

Need a workshop on behavioral objectives.

The following process rather than content statements were also reported:

We need two or more workshops a year, with a continuing education program throughout the year.

We need someone to teach us who knows something about the handicapped and th disadvantaged student.

TRAINING NEEDS
BUSINESS AND OFFICE EDUCATION

N=13 The largest category for training needs focused on teacher workshops which would provide information on resource material, hands-on experience and workshops that would involve the teacher in actual development of materials and resources.

Workshops that would involve professional and knowledgable speakers were also included in this category. Seven of the respondents specifically indicated their satisfaction with the workshops conducted by Sharon Stromberg during the summer conference meetings.

N=8 Training in the affective domain was considered important and was generally reflected by statements such as: Learning how to communicate with the Special Needs student; understanding their problems; counseling type skills and an understanding of the home environment; and developing better interpersonal skills.

N=6 In this grouping were statements regarding the need for workshops on individualized instruction and developing individualized learning materials. Included in the statements was an emphasis not only on the materials, but also on workshops to demonstrate how to use the materials.

N=6 This category included statements regarding workshops with other teachers involved to discuss successes and failures, and procedures that work with the special needs student. A few typical suggestions in this category include: "I would enjoy a panel discussion of teachers who have had experience in helping the handicapped and disadvantaged during our next summer conference," and "a workshop should be held so that teachers can share experiences. I need to know what other teachers are doing...we need teachers to do the talking on what works in the classroom."

N=6 This category reflected a need for university coursework on the "Art and Science of Teaching the Handicapped and Disadvantaged," what teaching methods are most effective, and what innovations are now available.

N=3 Here the statements reflected a need for workshops on how to improve the students reading ability and how to work with students with low reading levels.

N=3 In this grouping, the teachers asked for workshops where an actual demonstration of a handicapped student learning a skill could be viewed, and the observation would include the teacher working with these students.

Each of the following training needs was identified only once in the teacher responses:

A workshop to help the teacher develop realistic goals for the handicapped and disadvantaged student.

A workshop on a simulated office experience.

A workshop on cultural implications in working with the disadvantages.

TRAINING NEEDS
DISTRIBUTIVE EDUCATION

N=11 The largest category reflecting training needs focused on workshops or courses that would provide methods and techniques for teaching and working with the special needs students. This focus on teacher effectiveness training was likewise reflected in all the other service area responses, and was labeled "The Art and Science of Teaching the Handicapped and Disadvantaged Student and Adult".

N=5 As in the other service areas, help in teaching reading to the special needs students was considered a priority area for teacher training.

N=4 In this category were reflected training needs in the affective domain. Included here were such statements as: Developing interpersonal skills, skills in relating, achieving a better attitude. A typical quote was: "Workshops are needed to teach us how to communicate with the student. It is vital to get teachers to understand these students and the kinds of problems they have."

N=5 This category reflected a need for training teachers on how to motivate the special needs student.

N=2 The statements in this group specifically referred to, "Help in Teaching Math".

Each of the following training needs was identified only once in teacher responses:

A workshop or course for leaders and administrators on special needs.

A workshop to make teachers aware of other agencies, outside the school, that could help.

A course in psychology or sociology that would help the teacher to identify problems.

One response was addressed to process rather than to content: "We should have paid summer workshops in the area of special needs." This is not uncommon in other states.

TRAINING NEEDS
HEALTH OCCUPATIONS EDUCATION

N=8 The largest category for training needs focused on pre-service, university coursework and/or in-service workshops on the "Art and Science of Teaching Special Needs Students". A typical response in this category reflected a "Need to begin at the beginning and explain the program, identify the problems, and demonstrate, by example, how to deal with problems."

Several of the statements in this category indicated specifically that this training should be provided in the teacher preparation program, but that there currently existed a greater need in the field for in-service workshops and seminars in this area.

N=7 Teaching reading skills was considered an important training need. Several of the respondents here indicated that a course in reading should be required in the teacher preparation program. This need for help in developing reading skills for students was also reflected as a high priority in other vocational service areas.

During the presentation of the Special Needs Orientation at the summer workshops of 1976, the key question raised by the Health Occupations Education teachers was: "Should the vocational teacher be responsible for teaching reading?" This question was raised in all of the other service areas and is one that requires serious consideration.

N=7 Training in the affective domain was considered a priority need. Included here were such statements as: Developing better interpersonal skills, understanding, cummunication skills, and helping to improve the attitude of teachers.

N=3 This category included statements regarding a need for training in performance-based and individualized instruction.

N=3 Here the statements identified a need for training teachers on how to deal with the behavior problems and poor attitudes of the students.

N=2 This group specifically requested training on how to motivate the special needs student.

N=2 The statements in this category asked for training on how to identify the disadvantaged student. Although not a high priority area based on frequency of responses, the training requested here was also reflected in all of the service areas.

Each of the following training needs was identified only once in the teacher responses:

The need for training administrators in addition to teachers with regards to special needs education.

The need for a realistic guide as to what can be expected or accomplished with the special needs student.

A workshop on how to assess the students needs.

A workshop on information regarding referral sources, outside the school, that could benefit the special needs student.

A sociology class in relation to the disadvantaged.

TRAINING NEEDS
HOME ECONOMICS EDUCATION

N=24 The most frequently requested training need was for workshops or mini-courses that would focus on the development of material that was elementary enough to use; on the demonstration of materials designed for use with special needs students; and workshops and demonstrations of what has been found successful in working with special needs students.

Some typical statements in this category included: "We need specific guidelines and help in meeting the needs of these students, such as tried and workable examples of what others have done and succeeded in."

"We need to know ways to reach our students as individuals, not just a group of disadvantaged kids."

"We need workshops totally devoted to this topic and small group discussions and training."

N=12 In this category the focus was on pre-service coursework, either as part of the Home Economics curriculum or the School of Education, to deal with the "Art and Science of Teaching the Handicapped and Disadvantaged". Many of the statements in this category asked for help in understanding the characteristics of the special needs student, and help in understanding their potential.

N=10 This category of statements reflected a need for training in the affective domain. Some typical statements included: How to establish communication; an understanding of the problems of each handicapping condition; how to understand the special needs student; some type of counseling and interpersonal skills training.

N=9 This group of statements asked specifically for training to help to identify and deal with the problems of the special needs student. A specific request for a course on Behavior Modification and a workshop on how to cope with social and emotional problems was requested.

N=6 The statements in this grouping identified a need for small group sessions with leaders or teachers who have had success in working with the special needs students, rather than providing the training responsibility to university related coursework or training.

N=6 In this category, the responses reflected a need for instructional material or training on how to motivate the special needs student.

N=6 This category identified a need for information on where to get resources, and on what resources were available that could assist in teaching the special needs student. Specific references were made by the teachers to the 1974 summer workshops during which a booklet on resource material and resource information was provided to the teachers.

N=5 This grouping reflected a need for an understandable explanation of how to identify the special needs student.

N=5 How to teach reading skills using home economic terms, and a need for resource material with a low reading level where statements that were typical in this category that focused on help in developing reading skills.

N=3 This group of statements identified the need for a workshop on the development and use of teaching packets and self-study individualized units in home economics.

N=3 In this category the teachers identified a need for a workshop that would involve the parents of special needs students. Some suggestions for these parent involved workshops included: Help to teach parents the value of work and help the parent to guide the special needs student into a realistic vocational program.

Each of the following statements was reported only once in the teacher responses:

We need a 'training consultant' to visit the classroom occassionally to assist in materials, methods and techniques.

We need a workshop on how to simplify materials for the slow learner.

We need a 'training guide' on how the special needs student learns, and a course on individual learning differences.

We need a course on how to prepare media materials for special needs students.

We need instruction from the medical profession on the handicapped and his condition.

We need better public relations training -- letting the community know what we are doing.

Summary comments by teachers:

"If we are to teach these students we need to be prepared beforehand. What is expected of us and what is to be taught. Are we to teach first grade reading and writing, or are we to teach our specialty?"

"Need some help in setting up specifics for training these students. What are they to know when they finish our program? We need a workshop to outline and set up programs so that everyone will be accomplishing the same goal."

TRAINING NEEDS
TRADE AND INDUSTRIAL EDUCATION

N=5 This category of training needs statements focused on the students need for a knowledge of basic math and some assistance in how to teach math to the special needs students.

N=4 This grouping identified a need for help in teaching reading. A typical response was, "We need workshops to work in remedial aid -- math and reading."

N=4 This category reflected the need for workshops for teaching methods, techniques, resources and resource material. A critical concern reported here was the need for the teacher to get down to the student level.

N=4 This category identified the need for an "Art and Science of Teaching the Handicapped and Disadvantaged" course. The statements ranged from, "We need a course on special needs" to "We need those twelve hours of science and six hours of biology removed from the list of courses required to receive a B.S. in Vocational Education, and replace them with special education courses."

Each of the following training needs was identified only once in the responses:

We need training on how to motivate the student.

We need training on how to identify the special needs student.

We need a booklet of guidelines for instruction of the special needs student.

The following responses addressed themselves to process (how to) ranther than content:

Need someone to hold a class who has worked with these students. Not someone who has read about how it should be done.

Provide off-campus courses from teacher training institutions.

TRAINING NEEDS: A COMPOSITE OF STATEMENTS FROM ALL SERVICE AREAS

Analysis

The following is an analysis of a compilation of statements regarding training needs reported from all the service areas. It should be noted that although there were similarities in the patterns of responses from each service area, there were also differences in these response patterns with regard to type of training requested and the priority for this training.

This composite of training needs has been ordered in a cluster arrangement. A cluster is here defined as a training need that had been reported as significant by two or more of the service areas.

Thirteen areas of training were identified. Nine of these areas were clusters (reported by at least two service areas), the remaining four areas were identified by only one service area.

The following training areas are presented in a priority order. Priority was determined by the frequency of the statements.

Cluster areas for training:

1. Coursework on a preservice, continuing education or an inservice basis on the "art and science of teaching the special needs student" or "an orientation to teaching special needs" was identified as the top priority. The term 'special needs' refers to the special needs (educational, social, personal, work and related) for both the disadvantaged and the handicapped student or adult.

2. Workshops, courses, or minicourses that would focus on the development and use of materials and curricula that have direct application to meeting the special needs of the handicapped and disadvantaged student.

3. Training through preservice and inservice programs that would help to develop good interpersonal skills, better communication and understanding was identified as a key training need.

4. Training on how to teach reading skills and where to find resource material with high interest, vocationally related content, and low grade reading level was identified as a cluster area for training.

5. Courses and workshops that would provide information to the teacher with regard to resources and materials for use in special needs education -- where to get these materials, what do they cost, and how to evaluate them -- was identified as a key area of training in the learning resources of Special Needs.

6. This cluster area focused on training in motivation -- how to better motivate the student and what are some of the skills and knowledges in motivational technology.

This cluster training area focused on using practicing, experienced teachers who have had success in providing special needs services as a resource for training in small group sessions. Although this core area implies inservice training,

the application of practicing experienced teachers to preservice programs would provide a realistic approach for better preparing the future educators.

8. This cluster area for training centered on how to develop and use individualized, self-instructional materials and performance based materials in providing special needs services. This core area has an overlap with the previously reported area on materials and curricular development, but is different in that it specifies the technology.

9. Training on how to teach math skills to students with special needs was identified as a key area for training.

Non-cluster areas:

1. Training on how to identify and deal with the problems of the special needs student was identified as a training need. This training need is indirectly reflected in the core area on the art and science of teaching the disadvantaged and the handicapped, and other core areas.

2. Training on how to identify the special needs student was classified as a training need. The primary concern here was that the vocational instructors were provided with little or no background information on these students.

3. Workshops on special needs with the parents of the students involved was identified as need. The concern here was for a follow through from the school to the home, and for establishing a better working relationship with the

parents with regard to attitudes toward school, work and social and personal behavior.

4. The actual demonstration of a handicapped or disadvantaged student learning a skill was identified as a training need. The observation can be live, or in an audiovisual format, but the actual visualization of a successful approach or experience was considered a good training technique.

A Note of Clarification

The reader may have noted at this point that there exists a similarity between some of the cluster areas. One area may actually be an extension of a previous area. For example look at the outline of the 9 cluster areas below:

1. Art and science of teaching special needs
2. Development and use of materials and curricula
3. Interpersonal skills
4. Teaching reading
5. Information on resources
6. Training in motivational technology
7. Using experienced teachers as trainers
8. Develop and use individualized instructional materials
9. Teaching math

Clusters 2, 5 and 8 logically go together. For this reason lets call the cluster 2, 5, 8 as the core training area on materials and resources. Note also the areas 3 and 6 could go together into a core area called the "affective domain". Areas 4 and 9, reading and math can be subsumed in a core area of "remedial education". Also note that cluster area 1, the art and science of teaching special needs, is so broad that it could encompass, in an overview, all of the remaining concerns.

RECOMMENDATIONS: TRAINING NEEDS

As mentioned in the Introduction, one of the ultimate objectives of this study was to generate field-based information that would serve as the basis for developing inservice, preservice and continuing education programs for vocational educators with regard to providing more efficient and effective services to students with special needs. The analysis of the survey provided the initial input. What follows is the translation of this imput into training programs and activities.

A second principle objective of this study, as noted earlier, was to "identify strategies and procedures to provide the vocational educator with the necessary resources to perform adequately in providing services to students with special needs." Both of these objectives will be addressed in this chapter.

A Word About Training ...

There are basically two types of training: Preservice and inservice. Preservice training refers to that preparatory training that facilitates the original skills, knowledges, and attitudes. Here we are talking primarily about university coursework that leads to a degree or certification status.

Inservice training is a type of professional development or continuing education program. In preservice trainings we are assuming that the individual received training in, and

demonstrated the core competencies or performances of his occupation. These core competencies are the survival skills and knowledges of the job. They are entry level and without these skills and knowledges the individual cannot function adequately in the job situation.

Once an individual is performing on the job there are additional skills and knowledges, that can further develop the individual professionally. This is where inservice or continuing education comes in. But this is purely a theoretical discussion, because it often doesn't work that way.

Tellin it like it is ...

What really happens in preservice or degree programs is that there are a large number of courses that have through a long history of tradition and concerns become an essential part of the educational process. These are frequently required courses. As new demands are generated it is very difficult to add additional coursework to an already overloaded curriculum without somehow either extending the educational sequence or cutting into the basic content area.

A look at reality ...

In the Introduction we noted a statement from a national study by the GAO: "Vocational educators are not being afforded the opportunity to acquire the skills and abilities necessary to work effectively with the handicapped in vocational education ...." Our only conclusions can be that we are not genuinely preparing, at the preservice level, an individual that can demonstrate the work competencies required.

This condition is not unique to vocational education but exists in a variety of the human service delivery programs.

What are our alternatives ...

One alternative to this dilemma is to place a heavy emphasis on inservice training ... that is ... wait until the individual gets into the job situation and then provide the additional skills, knowledges and attitudes necessary.

This is an admirable approach, and one quite frequently employed, but it is strictly a remedial and not a preventive measure. Unless a strategy or mechanism is designed to provide the necessary competencies to the vocational educator at the preservice level, the scope, the tenor, and the emphasis on inservice will always remain at a frenetic level.

However, once the preservice programming is adjusted, and after a period of several years (allowing for student graduation) the inservice component of the education and training model can again be restored to a professional development and continuing education role, rather than the now accepted remedial, palliotive, and "book-strap" role.

Where are we now ...

At this period of time there needs to be a concerted effort in the inservice training of vocational educators with regard to special needs but in addition the development, enrichment and expansion of the preservice program is also a priority issue.

The recommendations that follow have not been inspired by any supernatural forces, they are simply suggestions and possible strategies for consideration. We welcome any additional comments, changes, and suggestions by the reader. This is a corporate effort.

Inservice Training

A mechanism or strategy for change ....

(SURGE) Suggested Utilization of Resources and Guide for Expenditures (HEW USOE, 1972) notes the types of services that may be funded under the Vocational Education Amendments Act. Included in these approved expenditures is "Staff Development required to prepare teachers to work with disadvantages and handicapped students, including:

> Teacher training programs, including preservice and and inservice training.
>
> Travel costs and salaries of faculty members to attend seminars, conferences, workshops and special institutes." (Page 9).

Recommendation

It is recommended that as part of the allocation and redistribution of the monies for special needs, that a proportion of these monies be set aside for inservice training of vocational educators with regards to special needs. These monies could be used to support a training cadre, travel and perdiem for teachers or stipends, resource material and equipment.

The inservice can be conducted by the state agency or can be subcontracted to university based or other appropriate organizations. It is further recommended that if the inservice

training responsibilities are subcontracted to university programs, that there be a genuine commitment on the part of university based programs to foster and develop the preservice training or educational component. One possible strategy would be to fund (through subcontracting) for inservice training on a equal cost sharing basis, i.e.; whatever financial commitments are made to preservice could be matched by the state agency for inservice training.

Another alternative recommendation is to stimulate extramural funding, at the federal level, for inservice training of vocatibnal educators with regards to special needs. These monies are and will continue to be available from the Bureau of Education for the Handicapped and Bureau of Occupational and Adult Education.

Training format ....

Inservice training is by intent field oriented. Several models for inservice exist ranging from extended workshops on or off campus, to short intensive training sessions (one to three hours), to weekend workshops, to individualized consulting services. All of these have application depending on the need, the content area, the population being trained and the available time.

Throughout this discussion, we have alluded to teacher training. Training of administrators, supervisors and directors should not be excluded. The amount and specific

content of training will vary in training programs for administrative and supervisory staff, but without a realistic awareness of the concern, policies and strategies for the education of students with special needs at this level, very little change and innovation can be anticipated.

Content for inservice training ....

The content for inservice training could naturally follow the training needs identified in this study. It must be noted however, that the nine cluster training areas identified and reported in this study cannot be interpreted as the domain of skills, knowledges and attitudes needed to provide the best possible services to individuals with special needs. The present study is based on the teacher's perceptions of their needs, and additional reviews, analysis, studies and research must be conducted to more completely define the performance skills and competencies to provide special needs services.

Preservice Training

Let's go back to a dilemma we posed in the general discussion to training. With already overloaded curricula, to add additional coursework that would provide a significant amount of information and change, we would either have to extend the undergraduate program or cut into basic content area.

One very remote option would be to currentize the certification patterns. A reasonable restructuring of some required coursework might provide the offering of new coursework. Tradition, however, is a phenomenon that creates a developmental lag between the way things are and the way they should be. This approach should be explored, and not necessarily abandoned because of its natural slow process. A wise man once said, "The only constant we know is change."

Another recommendation in the preservice area is quite simplistic, namely, develop the necessary coursework and offer it on an elective basis. Realistically, this is the most logical place to begin. It provides an opportunity to develop a sequence of courses, that could later be stratified into a standard program. It is our intent, based on the findings of this study and a comprehensive analysis of the efforts by other university programs in special needs, to develop a sequence of courses that would have application not only to the vocational educator, but to any school personnel at the professional, para-professional and service level, and above all, to the student and his family or guardian.

The additional certification or the masters degree approach provides, in most states, a financial incentive or the pay-off we previously mentioned. In addition this approach does not infringe on the basic content coursework of the student in the undergraduate program, nor does it require any additonal extension of time toward receiving the baccalaureate degree.

A peek into the future ....

A sequence of courses offered on an optional basis will not insure the training needs of the vocational educator. A mechanism or strategy must be developed and implemented to actualize the necessary skills and knowledges.

At the preservice level there is considerable dialogue about the development of an undergraduate curriculum which would prepare an individual to function adequately in a variety of areas. There is talk of dual-certification, multiple certification across vocational education, special education and vocational rehabilitation.

Another look at reality shows that the tag-on certification or intensive extension into other human service delivery systems creates an additional burden on an already overloaded undergraduate curriculum.

In addition, using simple behavioral implications, there is no real pay-off for the student to go this intensive extension route, which must by the nature of the diversification, lead the student away from his primary field or vocation.

The recommendation for future programming would be to provide a single course to the vocational educator that would encompass an overview or a state of the art of special needs education, and then, once the student has completed the undergraduate program provide the necessary graduate course-work on a continuing education basis toward a special certification or a masters degree in special needs education.

Appendix A

Special Needs Assessment Survey

1. What problems have you encountered in working with either of the following special needs students;

   Handicapped:

   Disadvantaged:

2. What kind of training (through workshops or other kinds of educational programs) can you identify that would enable you to work better with disadvantaged or handicapped students?

3. What resource needs, other than financial, can you identify that would help you to work better with the special needs of students?

4. Please identify the most rewarding experience you have had in working with the disadvantaged or handicapped student?